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HIGHER ADULT EDUCATION--ITS PRESENT AND FUTURE, ANALYSIS AND PROJECTIONS BASED ON SIX YEARS OF PROGRAM AND REGISTRATION DATA, 1960-1966.

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THIS IS THE SECOND TIME-SPAN (1960-1966) DESCRIPTION AND ANALYSIS OF PROGRAM AND REGISTRATION DATA FOR MEMBER INSTITUTIONS OF THE ASSOCIATION OF UNIVERSITY EVENING COLLEGES AND THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION. AMONG THE RELIABILITY LIMITATIONS OF THE DATA WERE FLUCTUATIONS IN THE NUMBER OF INSTITUTIONS REPORTING, QUESTIONS AS TO THE ACCURACY WITH WHICH THE DATA WERE CLASSIFIED IN TERMS OF PROGRAM TYPE AND CREDIT TYPE, AND THE INABILITY OF CERTAIN INSTITUTIONS TO PROVIDE ALL OF THE REQUESTED DATA. BECAUSE OF THE DIFFICULTY OF ASSESSING THE RELATIVE IMPORTANCE OF VARIABLES WHICH ACCOUNT FOR THE INCREASE IN PROGRAMS, REGISTRATIONS, AND STUDENTS, IT WAS NECESSARY TO COMPUTE ADJUSTED PERCENTAGE INCREASES. DATA ARE INCLUDED ON AVERAGE NUMBER OF PROGRAMS AND REGISTRATIONS, PERCENTAGE INCREASES IN PROGRAMS, CREDIT TYPE (DEGREE, NONDEGREE, AND NONCREDIT), FORM OF COURSES (CLASS, CONFERENCE, AND CORRESPONDENCE STUDY), SUBJECT CATEGORIES, AND PERCENTAGES OF MEN AMONG THE CLASS AND CORRESPONDENCE STUDENTS. REGISTRATIONS IN ADULT HIGHER EDUCATION DURING 1960-2000 IN RELATION TO POPULATION ARE PROJECTED. THIS DOCUMENT IS ALSO AVAILABLE, FOR $2.00, FROM THE OFFICE OF THE EXECUTIVE SECRETARY, ASSOCIATION OF UNIVERSITY EVENING COLLEGES, UNIVERSITY OF OKLAHOMA, NORMAN 73069. (LY)

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HIGHER ADULT EDUCATION:

ITS PRESENT AND FUTURE

Analysis and Projections based on Six Years of Program and Registration Data • 1960-1966

Phillip E. Frandson

Association of University Evening Colleges

National University Extension Association

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

With a view to eliciting and distributing vitally needed information in the field of higher adult education, the Association of University Evening Colleges and the National University Extension Association in 1960 established the Joint AUEC-NUEA Committee on Data and Definitions, and assigned to this Committee--among other tasks--the collection and reporting, on an annual basis, of program and registration data for all member institutions of the two associations. Resultant information now available covers six years of activity in higher adult education, for most of the nation's important four-year institutions of higher learning.

Following the first three years of data collection and reporting, the Joint Committee prepared and published a summary and analysis of this period, together with projections of future registrations through the year 2000. Since interest in the three-year report proved widespread, the two associations determined that a second summary, covering the years 1960-61 through 1965-66, would provide a further valuable source of information, and therefore directed that the Joint Committee proceed with preparation of the present report.

On the basis of this new analysis and attendant projections, several important conclusions can be drawn. First, that the growth of higher adult education is both exceeding the predictions of three years ago, and, of even greater significance, is proceeding at a faster pace than the growth of higher education as a whole. Second, that if current trends continue, higher adult education will go beyond its predicted future as merely the "biggest business" in the field of education, to become the biggest business in the nation. Finally, that with this prospect before us, not only must the colleges and universities individually develop sound long-range plans for the expanding needs they will be called upon to fill, but in addition there is urgent need for coordinated planning on a local, state, and national basis concerning matters of staffing, financing, construction of facilities, evaluation, and above all, farsighted programming--as to content and techniques alike--to provide the cultural, professional, and scientific learning requisite to maximum development of the intellectual resources of the nation.

The Committee wishes to acknowledge with gratitude the valuable contributions made in the preparation of this material by George Saunders, Assistant Professor of Sociology, Long Beach State College, and Extension instructor, University of California Extension, Los Angeles.

Phillip E. Frandson

INTRODUCTION

This report is the second time-span description and analysis of AUEC-NUEA program and registration data. The first report was published in 1964 and covered the years 1960-61 through 1962-63; the present report covers the years 1960-61 through 1965-66.

I
DATA CONSIDERATIONS

Attention was drawn in the 1964 report to the reliability limitations of the data. Among these limitations were fluctuations in the number of institutions reporting, questions as to the accuracy with which the data were classified in terms of program type and credit type, and, finally, the inability of certain institutions to provide all of the requested data. Despite the fact that some amelioration of these problems has occurred in the past three years, a number of emendations, extrapolations and interpolations were required for the completion of this new analysis.

The most vexing problem was that of assessing the relative importance of those variables, other than the actual increase in adult education, which account for the increase in programs, registrations and students over the course of the six years. Primary among these variables are the increase in the number of institutions belonging to AUEC and/or NUEA, and the increase in the percentage of reporting members. During the six-year period, the number of AUEC-NUEA members increased by 16.5 per cent. At the same time the percentage of member institutions which reported data increased. (In 1960-61, only 71.1 per cent of the membership reported registration data as compared to the 89.4 reporting in 1965-66.) Inasmuch as the annual data reports and the time-span analytical reports are concerned with registration data of AUEC-NUEA institutions, the growth of the membership would pose no problem if all of the membership reported annually. Such not being the case, it was necessary to compute adjusted percentage increases.

As an additional check, the increase in registrations of institutions belonging to both the AUEC and NUEA was separately analyzed, and notation of that growth is made herein when applicable. It should be noted, however, that these 1960-61 joint-membership organizations accounted for a larger proportion of the programs and registrations than their own proportion of the membership. In 1960-61 the reporting joint-membership institutions accounted for 36.7 per cent of the reported registrations while they, themselves, represented only 17.5 per cent of the reporting members; in 1965-66, the percentages were 25.5 and 10.9, respectively. The change in the ratio from approximately 2 to 1 to 2 1/2 to 1 indicates that the institutions which began their reporting at a later date have a smaller number of registrations than the initial reporting institutions. It was for this reason, plus a comparison of the average registrations per reporting institution during the years, that the adjustment method was modified from a purely statistical computation.[1]

Therefore, it must be emphasized that the information contained in the report is subject to all of the inherent qualifications required when dealing with the type of data available. Furthermore, it behooves each AUEC-NUEA institution to report their annual enrollment data and to report that data as accurately as possible according to the categories requested.[2]

II

THE HIGHER ADULT EDUCATION PROGRAM OF AUEC-NUEA MEMBERS

In both 1960-61 and 1965-66, excluding the one institution which devotes itself solely to Correspondence courses, all of the reporting institutions had a Class program, nearly two-thirds sponsored Conferences, and approximately one-third offered Correspondence courses.[3] The average numbers (rounded mean) of programs and registrations were computed for both years, and are presented in Table I below.

TABLE I

AVERAGE NUMBER OF PROGRAMS AND REGISTRATIONS PER REPORTING INSTITUTION

Program and Degree Category	1960-61 Programs	1960-61 Registrations	1965-66 Programs	1965-66 Registrations
CLASS				
Degree Credit	550	10,050	520	11,300
(Undergraduate)	(460)	(8,650)	(410)	(9,150)
(Graduate)	(90)	(1,400)	(110)	(2,150)
Non-Degree Credit	30	550	20	500
Non-Credit	120	2,100	90	2,450
Total Class	700	12,700	630	14,250
CONFERENCE				
Degree Credit	5	130	4	180
Non-Degree Credit	2	50	5	600
Non-Credit	73	8,200	86	10,420
Total Conference	80	8,380	95	11,200
CORRESPONDENCE				
College Level				
Degree Credit		2,360		1,900
Non-Degree Credit		20		90
Non-Credit		300		240
Total College Level		2,680		2,230
High School		1,250		1,020

Inasmuch as the averages in Table I are computed from the number of institutions reporting for each program type, summary totals are not presented. Descriptions to be drawn for the average institution are limited to the program type; e.g., in 1965-66, those member institutions sponsoring Conferences had an average registration of 11,200.

With respect to each category, the assumption made in Part I can be substantiated: that is, that the institutions which were members in 1960-61 but did not report enrollment at that time and now are doing so, as well as those institutions which have joined the AUEC or NUEA since that time, are institutions with smaller numbers of programs and registrations. In the category of Class, the decrease in the number of Classes is obviously in accord with this assumption; the percentage increase in the number of registrations of 12.2 is less than one-half the adjusted percentage increase of the total number of AUEC-NUEA Class registrations. As each institution reports registrations the total number increases, but a later reporting institution may only report a small number of registrations and in so doing reduces the average number of registrations. The same conclusions may be drawn for the other program types. For example, the average number of Correspondence registrations decreased whereas the total number of AUEC-NUEA Correspondence registrations increased. Further, the 33.7 per cent increase in the average number of Conference registrations is only two-fifths of the adjusted percentage increase of the total number of AUEC-NUEA Conference registrations.

III
1960–61 – 1965–66 PROGRAM AND REGISTRATION DATA
(Appendix: Tables A–C, Figures A–D)

1. Total Programs and Registrations

During the period 1960-61 through 1965-66 the total number of all programs, excluding correspondence courses for which no data are available, increased by 26.8 per cent.* The average annual increase during this period was 4.3 per cent. Total registrations, excluding high school correspondence, increased by 61.9 per cent during the six-year interval; the average annual increase was 9.2 per cent. Registrations, therefore, increased more than twice as rapidly as did programs.

In the 1964 time-span report, this differential increase was also present and was assumed to be a function of the growth of Conferences with their large number of registrations and of the growth of non-degree credit and non-credit registrations. Analysis indicates that the growth of Conferences does affect this differential, but not to a significant degree; Class registrations, for example, also increased twice as rapidly as did the number of Classes. With respect to credit type, there does appear to be some difference in growth rates; the difference in percentage increases of non-degree credit and non-credit programs is nearly 3 to 1, but there is still a difference in the percentage increases of credit programs and registrations, 28.8 and 52.6 respectively.

During the period 1960-61 through 1965-66, the programs of the institutions who belonged to both the AUEC and NUEA in 1960-61, and who reported data both in that year and in 1965-66, increased by 24.5 per cent. The registrations of those institutions increased by 34.0 per cent. Inasmuch as the difference in these rates is not comparable to the difference in the rates of the total membership, the more than 2 to 1 differential should

*Adjusted Percentage Increase (as are all other increases in this section unless noted differently).

be viewed with some skepticism. There is a possibility that in the earlier report years, some institutions were able to report programs and students but were unable to report registrations. During the one year interval 1964-65 - 1965-66, the unadjusted percentage increase of total programs was 10.0, while the unadjusted percentage increase of registrations was only 8.9. The six-year percentage increases, both adjusted and unadjusted, for total and categorized programs and registrations are presented in Appendix, Table A. Summarized in Table II, below, are the one-year percentage increases (unadjusted) for total programs and registrations according to program type and credit type.

TABLE II

TOTAL PROGRAMS AND REGISTRATIONS

1964-65 - 1965-66 Unadjusted Percentage Increases

Program Type	Programs	Registrations
Classes	9.5	9.1
Conference	16.3	9.5
Correspondence	NA	0.4
Credit Type		
Degree Credit	8.2	8.2
Non-Degree Credit / Non-Credit	17.1	9.7
Grand Total	10.0	8.9

From the above summary, it can be seen that contrary to the six-year percentage increase differentials, the ratio is reversed and it is reversed most strikingly for Conferences and non-degree credit and non-credit. Other than the inferences already made--early year reporting errors and institutions now reporting with small enrollments--no explanation seems evident for the above phenomena.

During the six-year interval, certain changes have occurred in the distribution of registrations according to credit and subject category matter. There has been a continuous, although comparatively small, decrease in the percentage of degree credit registrations. The percentage of total degree-credit registrations in the combined years 1960-62 was 58.1, in 1962-64 it was 56.8, and in 1964-66 it was 55.2.

As in the 1964 time-span report, the dominant subject categories contributing to total registrations are, in order: Humanities, Behavioral Sciences, Business, and Education. However, the percentage of registrations accounted for by Humanities and Behavioral Sciences has been decreasing; the percentage for Business has remained relatively consistent; and the percentage for Education has continued to increase. During the years 1960-61 through 1964-65, Education's percentage increased from 10.6 to 13.8; the percentage for the total period was 12.4. In 1965-66 Education accounted for 14.2 per cent of total registrations.

2. Classes

Classes increased during the period by 25.8 per cent and Class Registrations by 55.6 per cent. Both degree-credit classes and degree-credit class registrations evidenced the highest percentage increases, 29.9 and 56.9 respectively. There has been a continuous and substantial increase in percentage of degree-credit class registrations that are graduate registrations. In 1960-61, 13.8 per cent of degree-credit registrations were graduate registrations; in 1965-66 the percentage was 19.1.

The rank order for subject category is: Humanities, Behavioral Sciences, Business, and Education. In 1965-66, both Business and Education had increased their percentage of class registrations compared to the previous five years.

The number of Class students has increased at a faster rate than the number of Class registrations. This continues the trend noted in the 1964 time-span report of the decreasing work-load of adult education Class students. During the entire period covered by this report, approximately three out of five Class students were males.

3. Conferences

Conferences demonstrate the highest percentage growth of all the types of programs. The number of Conferences increased by 66.1 per cent and the number of Conference Registrations by 81.0 per cent. The rank order of subject category registrations is: Education, Agriculture, Humanities, and Business. The most significant increase has been in the number of Agriculture registrations; there has also been a substantial increase in the number of Education registrations.

4. Correspondence

Data for Correspondence courses are limited to registrations and students. College level registrations increased by 20.1 per cent and high school registrations by 19.1 per cent. This equivalency of percentage increases is a departure from the previous much larger increase in high school correspondence registrations than in college level registrations. The Humanities and Behavioral Sciences have consistently accounted for more than one-half of Correspondence registrations. As with Class students, the number of Correspondence students has increased at a faster rate than the number of Correspondence registrations; this continues the trend of a decreasing number of registrations per student. The percentage of male students in each year of the six-year period was slightly more than half.

IV
COMPARISONS AND PROJECTIONS

1. Comparisons

Lack of data equivalence makes difficult AUEC-NUEA statistical comparisons with other studies and reports. For example, the federal statistics are generally concerned with matriculated students. The AUEC-NUEA student data does not make this specification.

Therefore, meaningful comparisons are limited to rates of change. During the period 1961-62 to 1965-66, AUEC-NUEA credit class students increased by 43.0 per cent.

U.S. government reports show that during the same period part-time credit students increased by 30.1 per cent.

In the 1964 time-span study, it was noted that the AUEC-NUEA percentage change for one year was 17.5, and for U.S. part-time credit students, 12.0. This is a ratio of 146; the ratio for the percentages noted in the above paragraph is 143. Because of the relative equivalency in the ratios, it appears that AUEC-NUEA credit class students are, in fact, increasing at a substantially higher rate than the part-time credit students reported by the government, and that higher adult education is growing at a rate far more rapid than that of total higher education in the United States.

In 1962, John W. C. Johnstone, under the sponsorship of the Carnegie Corporation of New York, initiated a comprehensive study of adult education in the United States.[5] Data contained in the study were obtained from a sample survey of the population and include such variables as level and nature of adult education participation, socio-economic characteristics of the participants, and factors related to participation.

The survey covered the period comparable to AUEC-NUEA 1961-62 report year. Johnstone estimated that there were 3,440,000 registrations in college and university classes, talks, lectures or discussion groups during that period. Although not directly comparable, these registrations approximated the 2,866,476 AUEC-NUEA registrations in all programs except Correspondence in 1961-62. Therefore, it appears that college level registrations in AUEC-NUEA institutions account for 83.3 per cent of all college level adult education registrations in the United States in 1961-62.

It should be noted that the 3,440,000 adult education registrations in colleges and universities was only slightly more than one-fifth of the total 16,560,000 registrations. Churches and synagogues, community organizations, and business and industry account for more than twice as many registrations as do colleges and universities.

With respect to college and university adult education registrations, Johnstone estimated that 2,370,000 (68.9 per cent) were degree credit. This was and is a larger percentage than the per cent degree credit for AUEC-NUEA registrations. The difference may be a function of the large proportion of AUEC-NUEA registrations that are non-degree or non-credit Conference registrations.

2. Projections

Data on which projections of AUEC-NUEA registrations can be based are limited to a bench mark of 1960-61. Prior to that date, institutions reported according to their own data collection methods, and comparability for prior years is then unobtainable.

In the 1964 time-span study, the projection method adopted was the method correlating registration growth with population growth. Because of the data for additional years now available, the projections for the present study are based upon the per cent increase method decreasing to zero after the year 2,000. It is felt that the change in method will make it possible for the two methods to serve as checks on each other.

In the correlational method, the registrations were projected to 6.9 million in 1970, 11.8 million in 1980, 16.7 million in 1990 and 20.9 million in 2000. The present projections are, in order, 6.9 million, 11.0 million, 16.3 million and 21.8 million.

The present projections and the latest population projections of ages 21 and over are presented in Appendix: Figure E. It will be noted that the registrations are projected to increase from 4.6 million in 1965-66 to 16.3 million in 1990. This represents an increase of more than 250 per cent in the coming twenty-five years.

Applying the then present rates of adult education participation, Johnstone estimated a 50.0 per cent increase in the twenty year interval 1962-82.[6] He noted, however, that college level adult education would increase at a greater rate. The basic difficulty in comparing his projections with the projections presented here is that he was projecting individuals, while the AUEC-NUEA projections are for registrations.

NOTES AND REFERENCES

1. A factor was computed from the percentage of members reporting in 1960-61 divided by the percentage of members reporting in 1960-65. If this factor were applied to the gross percentage increase plus 100.0, a true adjusted percentage could be obtained. Because the institutions which did not report in 1960-61 but which reported in the following years have smaller enrollments than those that did report in 1960-61, the plus 100.0 was arbitrarily dropped. If the 100.0 had been added, the five-year gross percentage change for correspondence registrations would have been decreased from plus 26.1 per cent to minus 2.8 per cent. Without the addition of 100.0, the adjusted percentage change is 20.1. This can be compared with the 24.4 per cent increase in correspondence registrations of the 1960-61 reporting joint AUEC-NUEA institutions. (The per cent changes of these control institutions have been increased by 16.5 per cent, in order to adjust for the percentage increase of the total membership in AUEC and NUEA.)

2. Beginning with 1966-67 program and registration data, discussion groups will be incorporated into class data; therefore, the discussion group data for the previous years have similarly been incorporated into class data.

3. The percentage of reporting institutions sponsoring conferences increased from 62.3 per cent to 64.9 per cent and those offering correspondence courses decreased from 33.8 per cent to 32.6 per cent.

4. U.S. Department of Health, Education and Welfare, Opening Fall Enrollment in Higher Education, 1963, (Circular #723, 1963) page 3 and preliminary report: Opening Fall Enrollment in Higher Education, 1966.

5. John W. C. Johnstone, Volunteers For Learning, National Opinion Research Center, University of Chicago, Report 89; February 1963. Passim.

6. John W. C. Johnstone, "Adult Uses of Education: Fact and Forecast," Sociological Backgrounds of Adult Education (papers presented at a Syracuse University Conference, October, 1963), ed. Hubert W. Burns (Chicago: Center for the Study of Liberal Education for Adults) pp. 126-128.

TABLE A

1960/61–1965/66 SUMMARY OF PROGRAMS AND REGISTRATIONS BY CREDIT CLASSIFICATION

PROGRAM	1960/61	1961/62	1962/63	1963/64	1964/65	1965/66	Percent Change A	Percent Change B	Percent Change C
Class									
Classes	95,674	98,152	111,225	112,799	115,806	126,757	32.5	25.8	3.8
Degree Credit	75,265	81,032	95,418	95,515	95,777	103,554	37.6	29.9	4.4
(Undergraduate)	63,329	68,176	74,818	78,714	76,681	81,626	28.9	22.9	3.4
(Graduate)	11,936	12,856	20,600	16,801	19,096	21,928	83.7	64.5	9.6
Non-Degree	3,404	3,140	2,645	2,703	3,181	4,467	31.2	24.8	3.7
Non-Credit	17,005	13,980	13,162	14,581	16,878	18,736	10.2	8.1	1.2
Registrations	1,740,310	2,008,294	2,270,129	2,547,991	2,713,176	2,958,762	70.0	55.6	8.3
Degree Credit	1,378,582	1,616,704	1,788,086	2,051,305	2,111,102	2,268,460	71.6	56.9	8.5
(Undergraduate)	1,187,854	1,391,502	1,490,907	1,725,915	1,738,550	1,834,874	62.1	49.3	7.3
(Graduate)	190,728	225,202	297,179	325,390	372,552	433,586	130.4	103.5	15.4
Non-Degree	74,708	44,038	114,072	82,933	98,628	98,186	31.4	24.9	3.7
Non-Credit	287,020	347,552	367,971	413,753	503,446	494,671	72.3	57.4	8.5
Conference									
Conferences	6,685	7,021	8,895	8,300	10,713	12,460	86.4	66.1	9.8
Degree Credit	379	201	945	461	434	492	29.8	22.8	3.4
Non-Degree	81	47	207	274	510	625	671.6	513.6	76.4
Non-Credit	6,225	6,773	7,743	7,565	9,769	11,343	82.2	62.9	9.4
Registrations	713,010	858,182	1,095,264	1,081,963	1,340,291	1,468,100	105.9	81.0	12.0
Degree Credit	11,521	7,985	35,807	15,598	20,150	24,071	108.9	83.3	12.4
Non-Degree	4,305	1,863	19,257	29,605	100,729	78,839	1,731.3	1323.9	196.9
Non-Credit	697,184	848,334	1,040,200	1,036,760	1,219,412	1,365,190	95.8	73.3	10.9
Correspondence Registrations									
College Level	120,322	124,379	131,323	135,780	151,143	151,709	26.1	20.1	3.0
Degree Credit	106,065	110,428	118,638	118,251	128,337	129,581	22.2	17.1	2.5
Non-Degree	989	1,632	5,363	3,751	5,833	5,999	506.6	390.5	58.1
Non-Credit	13,268	12,319	7,322	13,778	16,973	16,129	21.6	16.6	2.5
High School	56,108	46,815	66,929	62,437	74,860	69,290	23.5	18.1	2.7
Grand Total	**1960/61**	**1961/62**	**1962/63**	**1963/64**	**1964/65**	**1965/66**	**A**	**B**	**C**
Programs	102,359	105,173	120,120	121,099	126,519	139,217	36.0	28.6	4.3
Degree Credit	75,644	81,233	96,363	95,976	96,181	104,046	37.5	29.8	4.4
Non-Degree	3,485	3,187	2,852	2,977	3,691	5,092	46.1	36.6	5.4
Non-Credit	23,230	20,753	20,905	22,146	26,647	30,079	29.5	23.5	3.5
Registrations	2,573,642	2,990,855	3,496,716	3,765,734	4,204,610	4,578,571	77.9	61.9	9.2
Degree Credit	1,496,168	1,735,117	1,942,531	2,185,144	2,328,839	2,519,557	68.4	54.4	8.1
Non-Degree	80,002	47,533	138,692	116,289	205,190	183,024	128.8	102.3	15.2
Non-Credit	997,472	1,208,205	1,415,493	1,464,301	1,671,081	1,875,990	88.1	70.0	10.4

TABLE B

PERCENTAGE DISTRIBUTION OF COLLEGE LEVEL REGISTRATIONS BY ACADEMIC SUBJECT CATEGORY

Subject Category	Classes		Conferences		Correspondence		Total Registrations	
	1960–65	1965/66	1960–65	1965/66	1960–65	1965/66	1960–65	1965/66
Agriculture	0.1	0.1	6.6	17.1	0.9	1.1	3.8	5.4
Behavioral Sciences	19.3	19.7	9.2	5.4	23.9	23.6	16.1	15.4
Biological Sciences	2.0	2.1	1.4	1.3	1.4	1.1	1.7	1.8
Business	17.3	18.4	11.1	9.6	11.7	14.0	15.3	15.4
Education	10.3	11.1	15.0	20.4	12.8	10.8	12.4	14.2
Engineering	7.1	5.8	5.4	5.3	4.4	4.6	6.3	5.5
Health Professions	1.5	1.6	6.4	4.3	2.1	2.5	2.8	2.6
Humanities	24.3	23.5	10.4	10.1	25.9	27.7	19.9	19.3
Law	1.1	1.1	4.0	2.4	0.7	1.3	1.8	1.6
Physical Sciences	11.0	10.7	2.7	2.4	12.4	10.3	8.3	7.8
Interdisciplinary	0.9	1.1	6.1	7.8	0.3	0.2	2.6	3.2
Other	4.9	4.8	21.7	13.9	3.3	2.8	8.9	7.8
Total	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*	*100.0*

TABLE C

1960/61–1965/66 CLASS AND CORRESPONDENCE STUDENTS BY CREDIT CLASSIFICATION AND PERCENT MALE

Program	1960/61	1961/62	1962/63	1963/64	1964/65	1965/66	Percent Change		
							A	B	C
Class									
Degree Credit	NA	831,782	977,132	1,034,939	1,116,958	1,281,572	–	–	–
Non-Degree Credit	NA	42,957	58,931	65,289	74,872	64,799	–	–	–
Non-Credit	NA	247,567	266,085	272,112	319,047	378,487	–	–	–
Total	*876,470*	*1,122,306*	*1,302,148*	*1,372,340*	*1,510,877*	*1,724,858*	*96.8*	*76.9*	*11.4*
(% Male)	(63.6)	(60.8)	(63.0)	(62.5)	(60.9)	(61.0)			
Correspondence									
College Level	*NA*	*108,936*	*118,832*	*121,832*	*124,622*	*127,737*	–	–	–
Degree Credit		95,982	107,052	112,724	111,255	114,737			
Non-Degree Credit		1,342	1,981	1,819	3,622	3,201			
Non-Credit		11,612	9,799	7,289	9,745	9,799			
High School	*NA*	*45,837*	*48,858*	*39,581*	*52,995*	*61,545*	–	–	–
Total	*137,939*	*154,773*	*167,690*	*161,413*	*177,617*	*189,282*	*37.2*	*28.7*	*4.3*
(% Male)	(52.5)	(53.9)	(52.5)	(54.0)	(54.6)	(52.6)			

FIGURE A
TOTAL REGISTRATIONS
BY PROGRAM

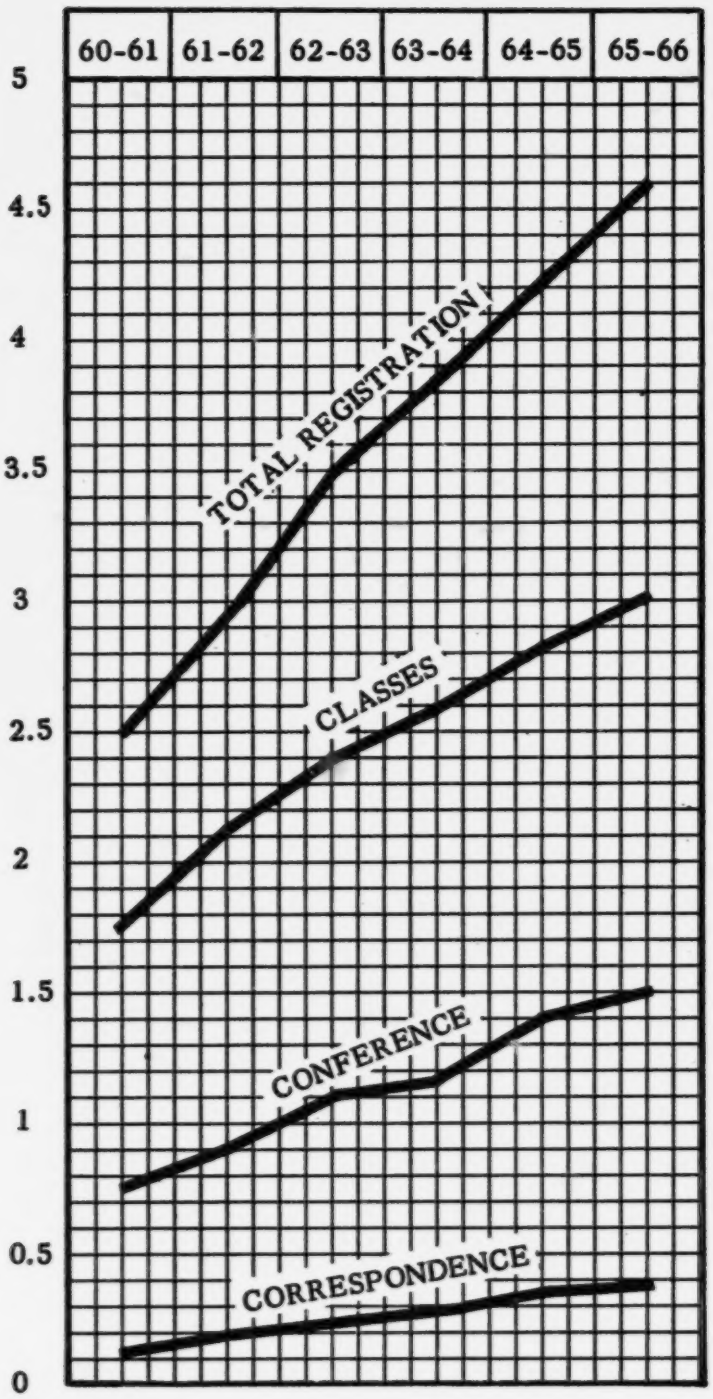


FIGURE B
TOTAL REGISTRATION
BY CREDIT

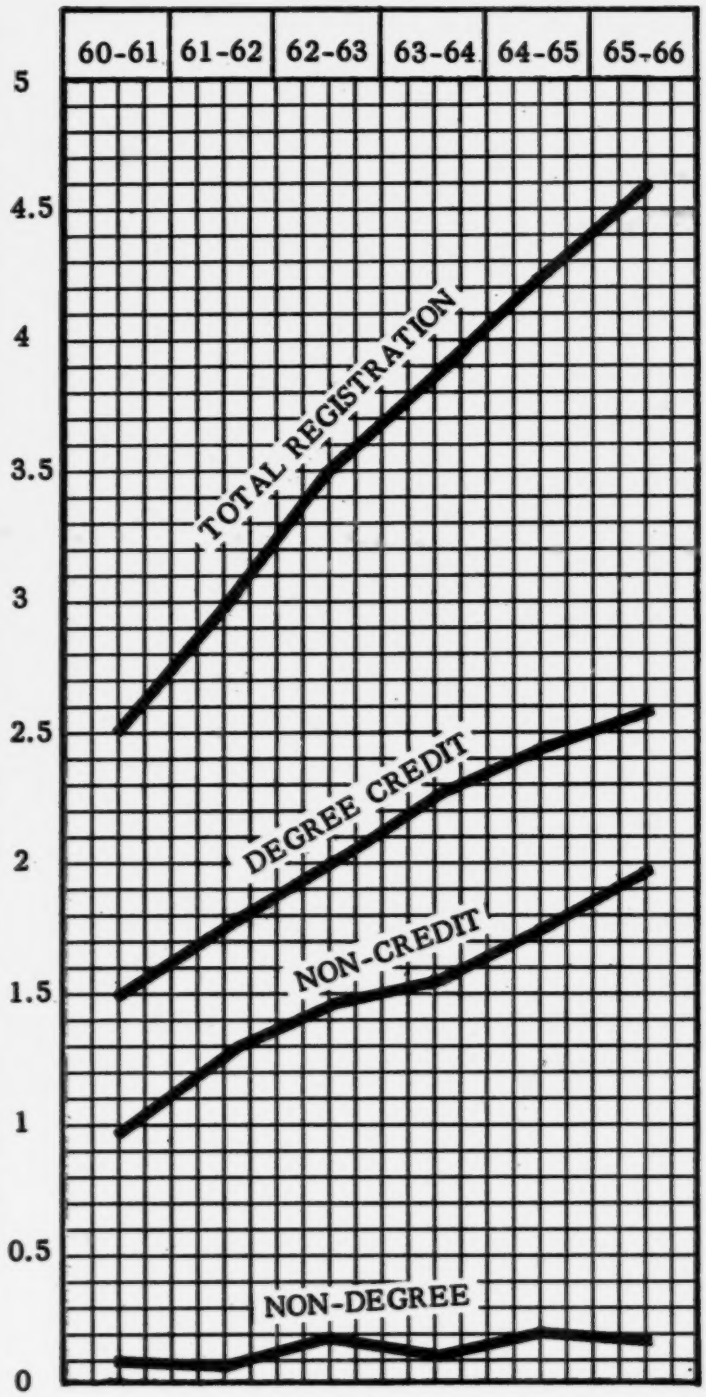


FIGURE C
TOTAL PROGRAMS
BY PROGRAM TYPE

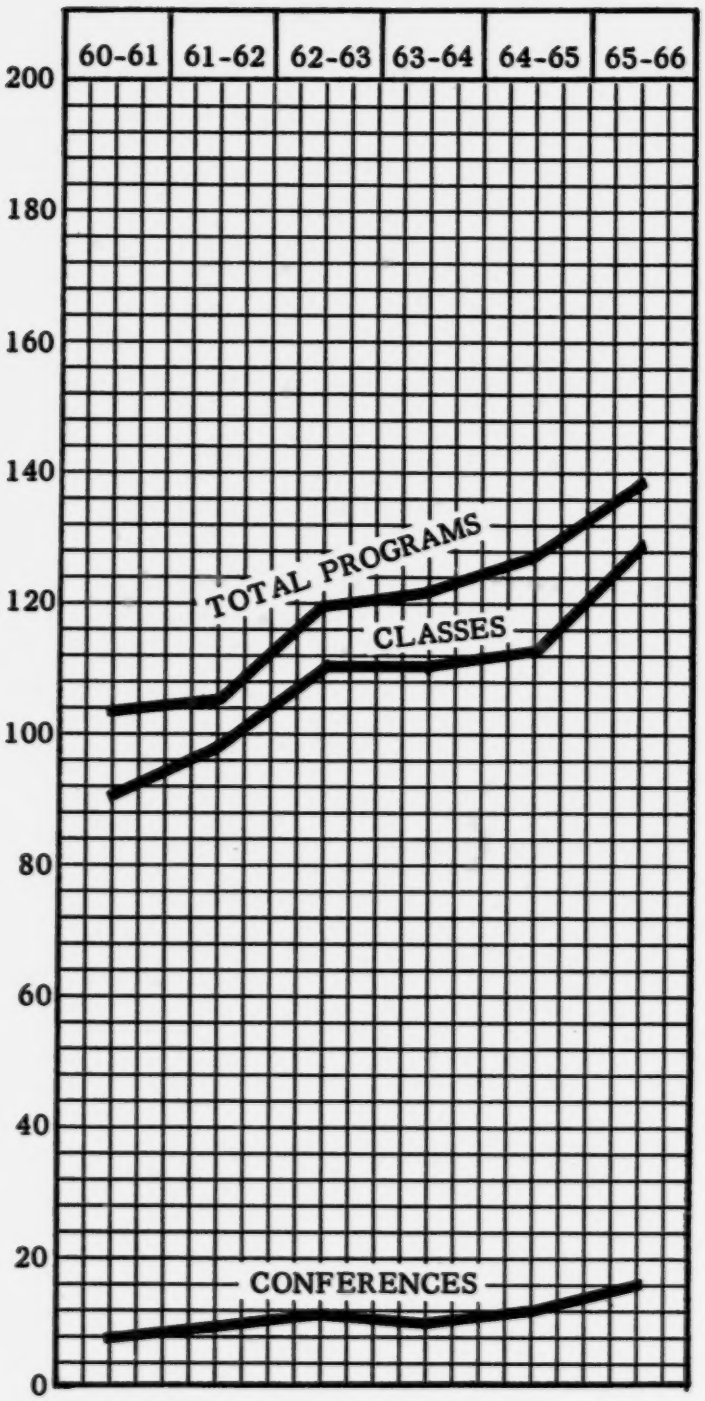


FIGURE D
TOTAL PROGRAMS
BY CREDIT TYPE

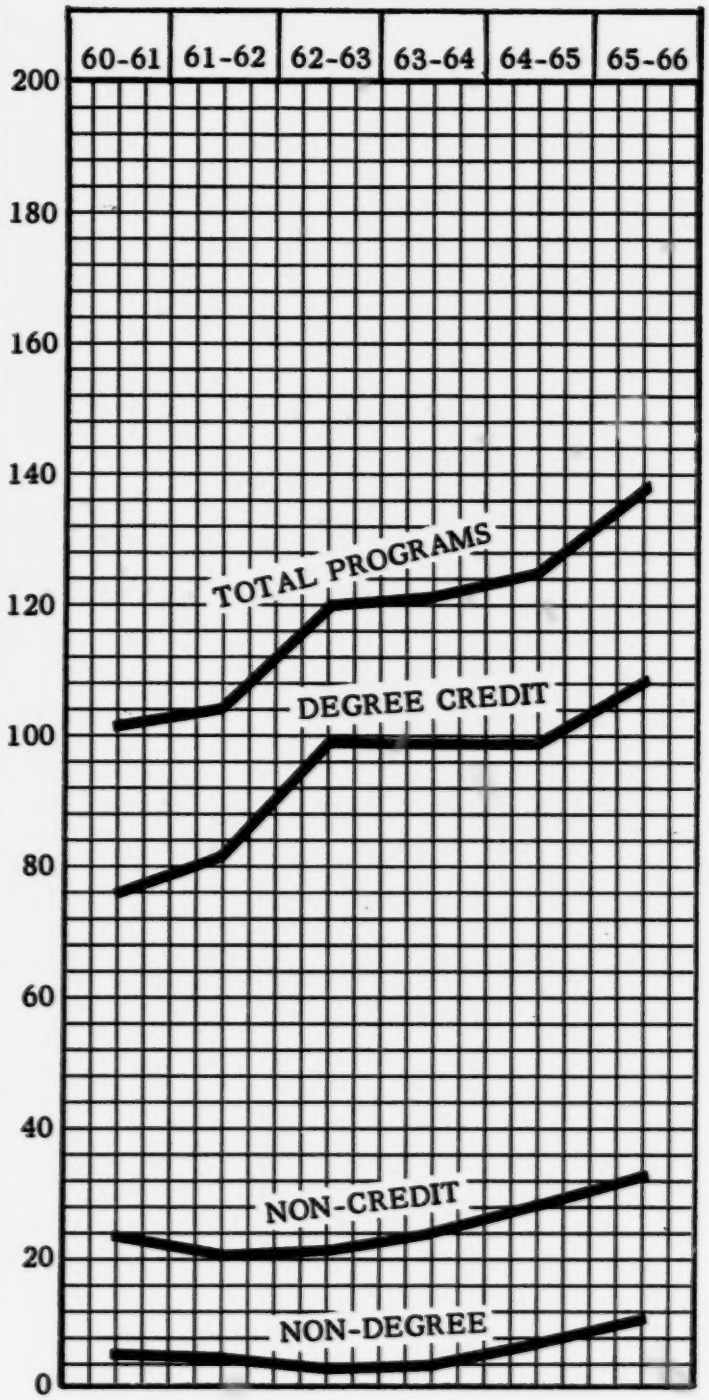
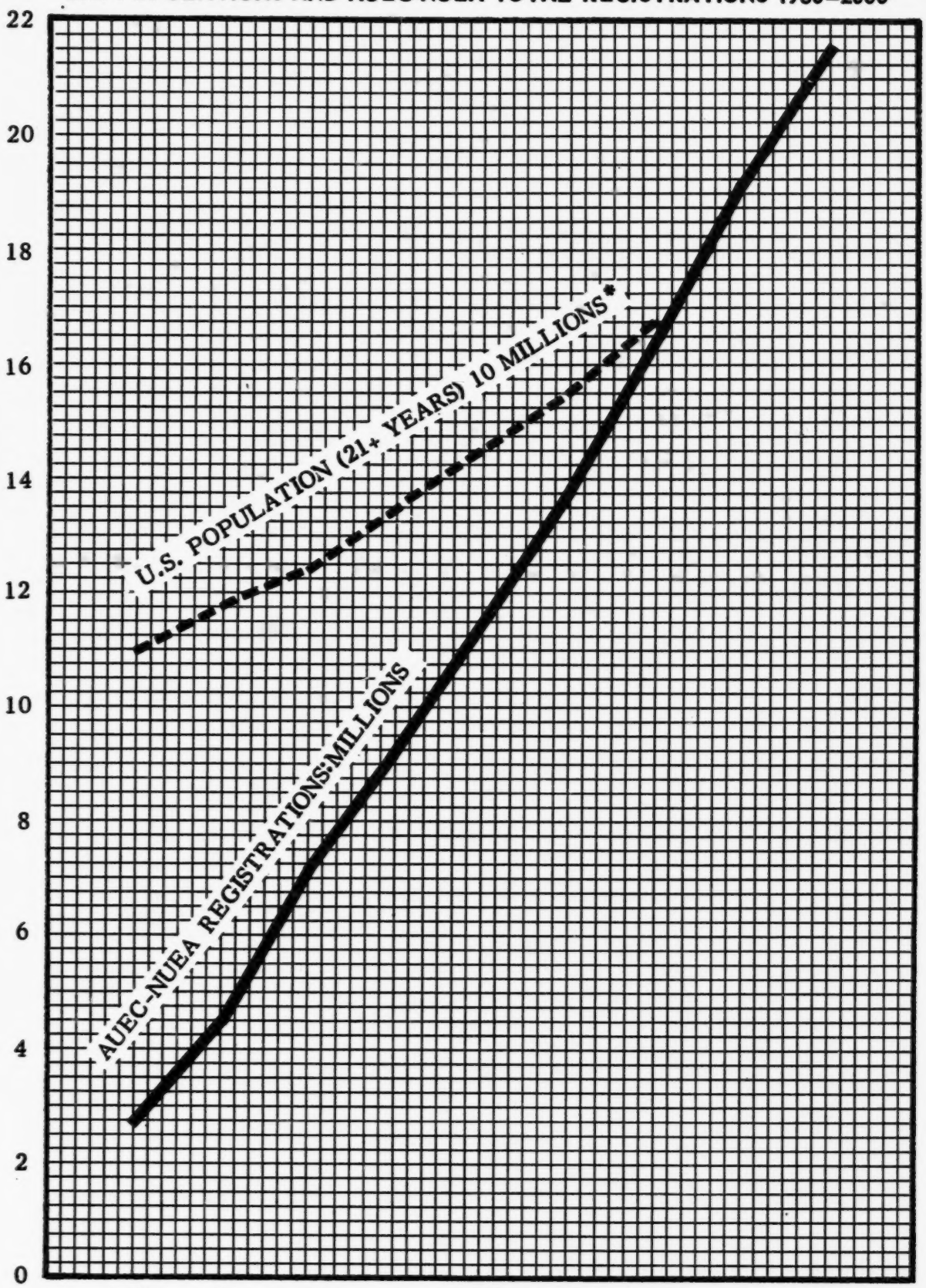


FIGURE E

U.S. POPULATIONS AND AUEC-NUEA TOTAL REGISTRATIONS 1960–2000



*Department of Commerce, Bureau of the Census, Current Population Reports, Series P-25, #359. February, 1967.

AUEC–NUEA DEFINITIONS

Instructional Categories

Class: A group of students which meets regularly but which has intervening time periods between meetings. It is conducted over a period of the same or fewer weeks as in the semester, quarter or session in which it is offered, and the contact-hour workload is average, or less than average, for the scholastic period involved. A class is given face to face instruction by a teacher or lecturer. Although the format and setting are in general those of a standard classroom, a class may utilize the informal atmosphere of a discussion group or lecture-discussion group, emphasizing intellectual interaction among group members under the direction of an academically trained leader, and may meet in a private home or other non-institutional setting.

Conference, Institute, Workshop: An organized instructional program which meets for three hours or more in continuous session except for approved free periods of coffee, meals, and afternoon and evening recesses.

Correspondence Course: A program conducted primarily by written communication.

Credit Categories

Degree Credit Program: A college-level course that carries credit toward an associate, bachelor's or higher degree or equivalent recognition, whether in the given institution, or by transfer to another institution.

Non-Degree Credit Program: A college-level course that is creditable toward a certificate or diploma, but not toward an associate, bachelor's or higher degree.

Non-Credit Program: A college-level course which carries no credit toward an associate, bachelor's or higher degree, or toward a credit certificate or diploma, but which may be used to satisfy requirements for a non-credit or informal certificate.

Undergraduate: A college-level course that carries credit toward an associate or bachelor's degree or equivalent recognition, whether in the given institution, or by transfer to another institution.

Graduate: A college-level course beyond the bachelor's degree which accomplishes one of the following purposes:

1. credit toward a master's or doctor's degree or equivalent recognition, whether in the given institution, or by transfer to another institution;

2. credit toward an advanced post-graduate certificate, diploma, or other post-graduate designation, whether in the given institution, or by transfer to another institution;

3. post-graduate professional training for career advancement or other similar purpose.

Registration and Student

Registration: One enrollment in a single course. Registrations refer only to the number of enrollments; they do not refer to the individual persons.

Student: The individual person registered in a course. For example, a student may account for more than one registration under "Classes," or one registration under "Classes" and another under "Correspondence," etc.

ACADEMIC SUBJECT CATEGORIES

Academic subjects are grouped under basic headings modeled after those used by the U.S. Department of Health, Education and Welfare. Because of the need for limiting basic categories many traditional and important subjects, e.g., architecture, are catalogued under the heading "Other."

The basic groupings with examples of subjects are as follows:

Agriculture: Agronomy, Animal or Dairy Husbandry, Forestry, Horticulture, Plant Pathology, Soils, etc.

Behavioral Sciences: Anthropology, Economics, History, International Relations, Political Science, Psychology, Social Welfare, Sociology, etc.

Biological Sciences: Anatomy, Bacteriology, Biology, Biophysics, Entomology, Zoology, etc.

Business: Accounting, Business Administration, Real Estate, Security Investments, etc.

Education: Counseling and Guidance, Elementary Education, School Administration, Speech Correction, etc.

Engineering: Aeronautical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, etc.

Health Professions: Dental Hygiene, Medicine, Occupational Therapy, Public Health, etc.

Humanities: English, Fine Arts, Foreign Languages, Literature, Philosophy, Religion, etc.

Interdisciplinary: Two or more basic groupings. An example of an "Interdisciplinary" program might be a conference on air pollution which addressed the problem in terms of its legal, scientific, behavioral and health aspects.

Law: Constitutional Law, Estate and Gift Taxation, Legal History and Jurisprudence, etc.

Physical Sciences: Astronomy, Chemistry, Mathematics, Meteorology, Physics, etc.

Other: see above.

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CONTINUING EDUCATION

MEMBERSHIP
June 30, 1966

ASSOCIATION OF UNIVERSITY EVENING COLLEGES
NATIONAL UNIVERSITY EXTENSION ASSOCIATION

a – AUEC

n – NUEA

x – AUEC and NUEA

Adelphi University (a)
University of Akron (a)
University of Alabama (n)
University of Alaska (n)
University of Alberta (n)
American International College (a)
The American University (a)
University of Arizona (n)
University of Arkansas (n)
Aurora College (a)
Babson Institute (a)
Baldwin–Wallace College (a)
Ball State University (n)
Baylor University (a)
Bellarmine College (a)
Bluefield State College (a)
Boston College (a)
Boston University (x)
Bradley University (x)
University of Bridgeport (a)
Brigham Young University (x)
University of British Columbia (x)
Brooklyn College (City University of New York) (a)
Bryant College (a)
Butler University (a)
University of California (x)
Canisius College (a)
Carnegie Institute of Technology (a)
Carson–Newman College (n)
Centenary College of Louisiana (a)
Central Michigan University (n)
Central Washington State College (n)
University of Chattanooga (a)
University of Chicago (x)
University of Cincinnati (x)
City College (City University of New York) (a)
Clark University (a)
Cleveland State University, The (a)
University of Colorado (x)
Columbia University (a)
University of Connecticut (n)
Cornell University (n)
C. W. Post College (a)
University of Dayton (a)
University of Delaware (n)
University of Denver (a)
DePaul University (a)
University of Detroit (a)
Drake University (a)
Drexel Institute of Technology (a)
Drury College (a)
Eastern Michigan University (n)
Eastern New Mexico University (n)
East Tennessee State University (a)
Elmhurst College (a)
Elmira College (a)
Evansville College (a)
Fairleigh Dickinson University (a)
State University System of Florida (n)
Fordham University (a)
Fort Hays Kansas State College (n)
Furman University (a)
George Washington University (x)
Georgia Institute of Technology (n)
Georgia State College (a)
University of Georgia (n)
University of Hartford (a)
Harvard University (x)
University of Hawaii (n)
Hofstra University (a)
Home Study Institute (n)
Hunter College (City University of New York) (a)
University of Idaho (n)
University of Illinois (n)
Illinois Institute of Technology (a)
Indiana Central College (a)
Indiana State University (n)
Indiana University (n)
Iona College (a)
State College of Iowa (n)
University of Iowa (n)
Iowa State University (n)
John Carroll University (a)
Johns Hopkins University (x)
Kansas State College of Pittsburg (n)
Kansas State University (n)
University of Kansas (n)
Kent State University (n)
University of Kentucky (n)
LaSalle College (a)
Long Island University (a)
Louisiana State University (x)
Louisiana State University in New Orleans (a)
University of Louisville (a)
Loyola College – Baltimore (a)
Loyola University – Chicago (a)
Loyola University – New Orleans (a)
Loyola University (n)
University of Maine (x)
Manhattan College (a)
University of Manitoba (n)
Marquette University (a)
University of Maryland (x)
Massachusetts Department of Education (n)
McMaster University (a)
McNeese State College (a)
Miami University (n)
University of Miami (a)
University of Michigan (n)
Michigan State University (x)
Michigan Technological University (n)
University of Minnesota (x)
University of Mississippi (n)
Mississippi State College for Women (a)
University of Southern Mississippi (x)
Mississippi State University (n)
University of Missouri (n)
University of Missouri at Kansas City (a)
University of Montana (n)
University of Montreal (n)
University of Nebraska (x)
University of Nevada (n)
Newark College of Engineering (a)
Newark State College (a)
University of New Hampshire (n)
University of New Mexico (n)
New School for Social Research (a)
State University of New York at Buffalo (n)
New York University (x)
Niagara University (a)
University of North Carolina (n)
State of North Dakota, Division of Supervised Study (n)
Northeastern University (a)
University of North Dakota (n)
Northern Illinois University (x)
Northern Michigan University (n)
Northwestern University (x)
University of Notre Dame (n)
Oakland University (n)
Ohio University (n)
Ohio State University (x)
Oklahoma State University (n)
University of Oklahoma (x)
Old Dominion College (a)
University of Omaha (x)
Oregon State System of Higher Education (n)
Pace College (a)
Pennsylvania State University (n)
University of Pennsylvania (a)
Pennsylvania Military College (a)
Pennsylvania State University (a)
Philadelphia College of Textiles and Science (a)
University of Pittsburgh (x)
Polytechnic Institute of Brooklyn (a)
Pratt Institute (a)
Providence College (a)
Purdue University (x)
University of Puerto Rico-Mayaguez (n)
University of Puerto Rico-Rio Piedras (n)
Queens College (City University of New York) (a)
Queens College (a)
University of Rhode Island (x)
University of Richmond (a)
Rider College (a)
Roanoke College (a)
Rochester Institute of Technology (x)
University of Rochester (a)
Rockford College (a)
Rockhurst College (a)
Roosevelt University (a)
Russell Sage College (a)
Rutgers–The State University (x)
St. Bonaventure University (a)
St. Francis College (a)
St. Joseph's College (a)
St. Louis University (x)
St. Peter's College (a)
University of San Francisco (a)
University of Scranton (a)
Seton Hall University (a)
Sir George Williams University (a)
University of South Carolina (n)
University of Southern California (x)
State University of South Dakota (n)
Southern Illinois University (x)
Southern Methodist University (x)
Spring Hill College (a)
State University of New York at Buffalo (a)
Suffolk University (a)
Syracuse University (x)
University of Tampa (a)
Temple University (a)
University of Tennessee (x)
Texas Christian University (a)
Texas Technological College (n)
University of Texas (n)
Thomas More Institute for Adult Education (a)
University of Toledo (a)
University of Toronto (a)
Tulane University (a)
University of Tulsa (a)
Upper Iowa University (n)
University of Utah (n)
Utah State University (n)
Utica College of Syracuse University (a)
Villa Madonna College (a)
Villanova University (a)
University of Virginia, The (x)
Virginia State College (x)
Washburn University of Topeka (a)
Washington University of St. Louis (n)
University of Washington (x)
Washington University (a)
Washington State University (n)
Wayne State University (x)
West Virginia University (n)
Western Illinois University (n)
Western Michigan University (n)
Western New England College (a)
Western Reserve University (x)
Western Washington State College (n)
Wichita State University (a)
College of William and Mary (a)
University of Windsor (a)
University of Wisconsin (n)
University of Wyoming (n)
Xavier University (a)